

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAKE WEIR MIDDLE SCHOOL

District Name: Marion

Principal: Kathleen Quelland

SAC Chair: Jessica Markel

Superintendent: James Yancey

Date of School Board Approval: November 8, 2011

Last Modified on: 9/21/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kathleen Quelland	Bachelor's Degree: Physical Education Master's Degree: Exercise and Sport Sciences Certification in Educational Leadership	3	14	Named Literacy Leader of the Year for Region II from Just Read Florida 2009; Awarded Superintendent's 100% award for SY 2008 for Growth in all 8 areas measured by FCAT 2011-2012 School Grade of C 2009-2010 School Grade of B 2008-2009: Grade D: Reading Mastery: 32%, Math Mastery : 64%, Writing Mastery: 71%, Science Mastery: 32%, AYP 77% of criteria met (black, SWD, ED not met). 2007-2008: Grade B: Reading Mastery: 38%, Math Mastery : 69%, Writing Mastery: 74%, Science Mastery: 31%, AYP 95% of criteria met (black, SWD, ED not met). 2006-2007: Grade D: Reading Mastery: 27%, Math Mastery : 60%, Writing Mastery: 70%, Science Mastery: 28%, AYP 77% of criteria met. 2005-2006: Grade D: Reading Mastery: 25%, Math

					Mastery : 58%, Writing Mastery: 69%, Science Mastery: 24%, AYP 77% of criteria met. Lead AP at Westport High School 2003-2004: Grade C: Gains % meeting high standards in reading increased from 32%-37% and math from 61% to 69%. SY04 Grade C AYP 73% SY03 Grade C AYP 73% SY02 Grade C AYP N/A SY01 Grade C AYP N/A SY00 Grade C AYP N/A SY99 Grade C AYP N/A
Assis Principal	Columbus Watts	Bachelors: Social Science Education Masters: Educational Leadership Specialist: Educational Leadership	1	1	First year as an administrator. Served as Dean of Students at Howard Middle School and instituted Positive Behavior Support Program. School Grade of A earned during the previous 3 years.
Assis Principal	Patrick Kiernan	Bachelors: Psychology Masters: Educational Leadership	2	5	Developed an Anti-Bullying initiative at BMS to reduce the number of incidents and educate students and staff the various forms bullying takes so it can be identified early. Developed an ISS program run by the APD and discipline department to include character education, school beautification, counseling, and academic work at BMS. Started the Check in / Check out system at BMS as a means of reducing reoccurring behavioral issues. Helped in the implementation of the Rachel's Challenge Program at BMS which was an Anti-Bullying Program from Columbine High School. Implemented Check in / Check out at LWM to address both academic and behavioral concerns school wide. Had the "Strength of the Young" program brought in at BMS to help mentor select 6th grade boys with behavioral concerns. AYP information 2011-2012 C 2010-2011 B 60% AYP 2009-10 A 74% AYP 2008-09 A 79% AYP 2007-08 A 82% AYP 2006-07 B 85% AYP

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Debra Howard	Exceptional Education	18	9	While serving as coach reading scores have steadily climbed especially in the bottom 25%. She has maintained an A or B grade for all of her years and AYP has been met on 2 occasions.
Curriculum	James Wulf	Grades 1-6, English K-12, ESOL	1	1	Has been grade level and department chair in previous employment years; has been trained in the Continuous Improvement Model; works with Performance Data to disseminate data to school;

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
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1	On-line application service used to obtain a broad spectrum of applicant and make the process easier to work with	Deb Mueller	August of each year	
2	MCIES program used for all new teachers to provide support for new teachers	Kathy Quelland	June of each year	
3	Teacher-mentor assigned for all new teachers	Patrick Kiernan	August of each year	
4	Conferences held with teachers throughout the year to listen to concerns and ideas	Kathy Quelland	June of each year	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	No teachers received less than an effective rating. Two teachers are out of field. We are working with ESD to provide workshops as needed. Teachers may be mentored by infield teachers

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
82	1.2%(1)	19.5%(16)	46.3%(38)	24.4%(20)	30.5%(25)	15.9%(13)	24.4%(20)	1.2%(1)	31.7%(26)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Rebecca Lott	Nora Choquette	Teacher is an experienced ESE teacher who does very well with staffings and is familiar with ENCORE	meet weekly to discuss plans, attend new teacher trainings provided by district; meet with Principal and APC monthly to discuss issues, concerns and progress

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other

Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I Funds will be used to supplement all areas of LWM that include: Instructional Paraprofessionals in inclusion teams, after school tutoring for struggling students, Reading Coach, Standards Coach, Parent Liaison, Technology to engage unmotivated students, professional development on lesson planning, materials and supplies, Accelerated Math and REading, student planners

Title I, Part C- Migrant

District funds are used to purchase:

- School supplies,
- Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families Families must meet the federal eligibility to participate in the program.

Title I, Part D

Title II

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase Success Maker licenses and provide professional development for Success Maker.)

Title III

Services are provided for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners

Title X- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to supplement summer school for those students credit deficient in course work.

Violence Prevention Programs

Part A – Safe and Drug Free Schools:

District receives funds for programs that support prevention of violence in and around the school, that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.

Nutrition Programs

The District offers a free breakfast and lunch program.

Housing Programs

Head Start

Adult Education

Career and Technical Education

LWM's 6th and 7th graders participate in CTAE classes in technology, culinary arts and health occupations. LWM's 8th grade students participate Business and Agriculture activities along with a Career Prep program. 8th Graders will also be able to earn a High School credit in either Computing for Colleges and Careers or Agriscience Foundations 1 if they so choose

Job Training

Other

The County Health department works with the school to help screen all students and to assist in providing up to date immunization. Also the Health Department oversees the health clinic on campus with a nurse. In cooperation with the Marion County Sheriff's Department a school resource officer is located on campus. The officer coordinates safety programs and assists with situations as needed.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The school based RtI Leadership Team is comprised of the members of the Problem Solving Team, the SAT (Student Assistance Team). Members may include administration, guidance, teacher, school level support (dean, reading coach, literacy coach, etc) and district level support personnel (psychologist, social worker, behavior specialist, etc.).

Kathy Quelland
Patrick Kiernan
Columbus Watts
James Wulf
Debra Howard
Janis Tripp
Jennifer Fisher
Deedra Conrad
Thomas Tahlier
Rhonda Mickle
Joely Nuzum
Dr. Mike Mischkan

With this group several critical areas are covered. On the academic side is the AP of Curriculum, a Standards Coach to cover core academic areas, guidance counselor and a Reading Coach. On the behavior side is the AP of Discipline, Deans, a Behavior Specialist. The School Psychologist serves on both sides as well as the Principal.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership Team works in conjunction with each academic team of teachers to solve issues with students. They follow this process:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “Is it working?”

The implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet steps the team through the process.

The RtI leadership team meets every Friday afternoon and acts on: 1. input from teachers from small group meetings that occur during the previous week; 2. Input from guidance counselors or 3. Disciplinary issues from the previous week.

SAT teams are typically scheduled on Monday mornings when the school psychologist is available for additional guidance and assistance.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time. We are focused on our low 25% of students and on good school attendance. Students with over 5 days of unexcused absence will be continually monitored by school staff and our social workers.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data that is used by RtI comes from several assessments which are done on a regular and ongoing basis. These assessments include: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction In Reading (FAIR), Focus Calendar Assessment (FCA), District Benchmark Assessment, Common End of Course Exams. Data is pulled from SMS, FAIR or Performance Matters.

Describe the plan to train staff on MTSS.

Staff training on RtI is ongoing throughout the school year. Staff is trained during pre school as to procedures and proper paperwork needed. Data meetings as well as SAT meetings also provide training on RtI. District wide trainings are also expected and available to staff members. Guidance counselors, deans and APD receive specialized training.

Describe the plan to support MTSS.

Leadership Team will meet every Friday and review all data that is related to MTSS. Faculty and Staff will be updated weekly through newsletters regarding MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The LLT is led by the Principal, APC and Reading Coach. There are representatives from each core content area and elective area. There is a non instructional, parent and support personnel representative. The committee meets monthly.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The school reading leadership team supports reading and writing across content areas. They monitor data of students, collaborate on best practices and lessons, sponsor incentive programs, and do action research. They also set up incentive programs for the student body for reading goals. They also lead the way with Text Complexity training and setting goals for each student. The larger committee is divided in to 3 smaller committees focused on Data, School Culture and Research based strategies. The committee meets monthly.

What will be the major initiatives of the LLT this year?

To increase reading and writing achievement to all students but especially the low 25% of students. Our school wide goal is to have students read and comprehend complex literary and informational text independently and proficiently and to write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences. We will increase the visibility of our reading and writing initiative in our school. To provide reading instruction/tutoring during the school day based on specific student needs. To reinforce three specific strategies in to the classroom of each teacher that was introduced in the previous year to include: Essential Questions, Distributive Summarizing and Using Graphic Organizers. To incorporate differentiated instruction and utilize strategies to connect material to all of the diverse learners. To equip students with skills to become proficient in reading, writing and math. To maximize community support by incorporating more events/activities to give more opportunities for parents to participate more in school.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teachers are given instruction on using before, during and after reading strategies. It is the expectation that they will use these strategies with our reading they do. Teachers will use writing summaries to reinforce the reading that is done in their classes. Grade level teachers will be at least twice per month to discuss curriculum issues and each teacher will support the standards assessed with each Reading Focus Calendar Assessment. Each teacher will allow 22 minutes of instructional time per week to be devoted to the Accelerated Reader program. All teachers will be trained to teach and use complex texts and close reads with their students.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Student scores dropped slightly from previous test administration. LWM still meets district average,
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Increase the scale scores of students scoring at level 3 by 80 points in Math, Reading and Science	Patrick Kiernan	Monitoring of FCA data, FAIR data, Benchmark data, AR data	Performance on FCAT
2	none	Reading Coach will be hired to train teachers in using research based reading strategies, track data and provide support for teachers and students	Principal	Teacher Evaluation as per district standards; Weekly meetings with Principal	Student performance on FCAT
3	Ability of teachers to participate during July and August in mapping and planning activities	Curriculum coach will be hired to train teachers to use reading in all content areas; map curriculum with all classes offered; assist with pre- school planning; and provide instructional support	Principal	Teacher Evaluation as per district standards; Weekly meetings with Principal	Student performance on FCAT
4	Teacher buy in	Reading strategies will be taught to all teachers to include Essential Questions, Distributive Summarizing and use of Graphic Organizers	Principal Curriculum Coach Reading Coach	Teacher Evaluation Class walkthroughs Grade Level Meetings	Formal Evaluation Tool FCAT Benchmark FAIR
5	None	Each student will be given a student planner and 3 ring binder to track their progress in their classes specifically related to reading and math	APC	Checklist of students given planners; random checks by teachers	FCAT proficiency

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	30% of students score at Levels 4, 5, and 6 in reading.
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Reading Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
10%(1)		FL Dept of Ed. expects the AMO to be.....			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	To increase the achievement level by one level for each child.	Jimmie Heflin	Monitoring throughout the year via FCA and other assessment pieces	Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		Students achieving level 4 and 5 decreased from the previous year in all three grade levels, we believe due to the higher standards. We look to improve by 5% in each grade level			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6th grade: 24% (129) 7th grade: 29% (115) 8th Grade: 16% ((49)		FL Department of Education expects the AMO to be....			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Increase the scale scores of students scoring at level 4 by 30 points	Patrick Kiernan	review of FCA and Writing data	FCAT
2	None	Provide enrichment activities for students in advanced classes	APC	evaluation of lesson plans	FCAT performance

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		50% of students will score at or above Achievement Level 7 in reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40%(4)		FL Department of Ed expects the AMO to be....			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	none	To increase the achievement level for each child by one level	Jimmie Heflin	review of FCA and other assessment data	Alternate assesment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	62% (891)of all students made a learning gain in reading, down from the previous year
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% school wide	FL Department of Education expects the AMO to be.....

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Each teacher will use an Essential Question every day in their classroom to promote student learning	Principal, APC, APD	Teacher observation, Teacher walkthrough	MCIES tool
2	2.1 None—all will be assigned	2.1 Each student who scores below a level 3 will be placed in a 50 or 100 minute Intensive Reading Class	2.1 APC Reading Coach	2.1 Review placement of students to be sure each student is placed correctly	2.1 Student Schedules, reports from SMS
3	2.2 Teacher Buy in	2.2. Pre, during and after reading strategies will be used in all classrooms	2.2. Principal, Assistant Principal	2.2. Teacher Evaluation Class walkthroughs Grade Level Meetings	2.2. Formal Evaluation Tool FCAT Benchmark FAIR
4	2.3. Accuracy of data	2.3. Teachers will participate in team meetings to look at data so instruction can be modified	2.3. Principal Reading coach	2.3. Data Team Meeting Minutes Administrative Participation in meetings	FCAT, FCA,FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	80% percentage of the students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(5)	FL Department of Ed. expects the AMO to be.....

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	none	To increase the achievement level for each child by one level	Jimmie Helfin	review of FCA and other assessment data	Alternative Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	This rate dropped by 2% from the previous year but the % of low 25% making a learning gain is above the total percentage of students at the school making a learning gain
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (224)of students from the low 25% of students made a learning gain in reading. Upon further analysis, it was discovered that the majority of the students who did not make a learning gain had excessive absences during the 2012 school year.	FL Department of Ed expects the AMO to be....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Curriculum Coach will continually monitor status of students in the low 25%; a team member will act as the data gatherer and analyze the data for each team	Curriculum Coach	we will closely monitor FCAs as they occur	FCA, FCAT
2	none	Reading Coach will model reading lessons for reading teachers as needed	Reading Coach	bi monthly meeting with Principal to look at progress	FCA, FAIR, FCAT
3	3.1. None—all will be assigned	3.1. Each student who scores below a level 3 will be placed in a 50 or 100 minute Intensive Reading Class	3.1. APC Reading Coach	3.1. Review placement of students to be sure each student is placed correctly	3.1. Student Schedules, reports from SMS
4	3.2 None	3.2. Reading Coach will continually monitor students data of low 25% in each classroom	3.2. Reading Coach APC	3.2. Analysis of FCA, Benchmark and FAIR data	3.2. FCAT
5	3.3 Funding	3.3. After School tutoring will be provided	3.3 APC	3.3. Monitoring of student grades and FCA data	3.3. Report cards FCA Data
6	3.4 None	3.4 Paraprofessionals will be hired to assist classroom teachers with one on one instruction for struggling readers	3.4 Principal	3.4 Teacher observation, monitoring of FCA and benchmark data	3.4 FCAT performance
7	3.5 None	Social worker and parent liaison will monitor attendance of targeted group of students from the low 25% of students	Parent Lisison	Student attendance data	Attendance data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year.
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by 50%.	5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Achievement in subgroups decreased but were above county average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66% Black: 49% Hispanic: 62%	Florida Department of Education expects the annual measurable objective to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teachers will use RtI to identify off track students and communicate individually with those students on a daily basis	Rti Team Leader	Documentation of student conversation and data reflecting student improvement in their Esstenital Binders	FCAT
2	None—all will be assigned	4.1. Each student who scores below a level 3 will be placed in a 50 or 100 minute Intensive Reading Class	4.1. APC Reading Coach	4.1. Review placement of students to be sure each student is placed correctly	4.1. Student Schedules, reports from SMS
3	Enough personel	4.2 Black students will be assigned a mentor to assist them throughtout the year	4.1 Guidance Counselors	Log of mentor activities will be kept	Students will make AYP
4	Funding	4.3 Teachers will use the strategies outlined by Ruby Payne to assist students	Principal	Book study	students will make AYP

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English Language Learners (ELL) not making satisfactory progress in reading are decreasing but we still need to focus on our ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(33)	We will raise our ELL reading progress by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teachers will use RtI to identify off track students and communicate individually with those students on a daily basis	RtI Team Leader	Documentation of student conversation and data reflecting student improvement in their Essential Binders	FCAT
2	None	ESOL paraprofessional will provide one on one tutoring with each ELL student as needed	APC	Log will be kept of tutoring and reviewed monthly	FCAT performance, FCA results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	79% of students must score at or above grade level in order to make AYP. Only 28% of students with disabilities achieved level 3 status
2012 Current Level of Performance:	2013 Expected Level of Performance:
In this subgroup, 28% of students did not achieve AYP. The majority of these students start at Level 1 although learning gains were realized with these students as a whole.	FL Department of Ed expects the AMO to be.....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Provide a paraprofessional and a support facilitation teacher to the Core academic subjects on the inclusion team	Principal, APC	examination of the master schedule	FCAT scores
2	none	Each team of teachers will be provided 3 RTI wheels and each teacher will receive an accommodations wheel to assist with alternate strategies to use with students	Principal	evaluation of the RTI paperwork and process used	FCAT scores
3	None	Students will be scheduled using an inclusion model	APC/IPC	Review placement of students based on IEP	Student Schedules, reports from SMS
4	Funding	Students will attend after school tutoring	APC	Student attendance rates	Performance on the FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	79% of students must score above a level 3. 58 % of our students score level 3 in this category
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of our ED students achieved level 3 status. We have	

77% of our students on free or reduced lunch so this goal is a challenge for us.			FL Department of Ed. expects the AMO to be...		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Use those strategies outlined by the research of Ruby Payne	Principal	teacher observation	MCIES
2	none	Students will be provided with a planner, essential binder and basic school supplies	Principal	observation	end of year survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity Training and Common Core Standards	6-8	Reading Coach	All teachers grades 6-8	All teachers grades 6-8	All teachers grades 6-8	Principal or APC

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use strategies to assist struggling students in sub groups Use Expert 21 in class	Use strategies to assist struggling students in sub groups Use Expert 21 in class as a consumable workbook for each 7th and 8th grade student	None Title 1	\$6,500.00
			Subtotal: \$6,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use engaged classrooms and/or IPADS/similar tablets to assist with student comprehension	Purchase IPADS or similar tablets	Title 1	\$12,000.00
			Subtotal: \$12,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend Text complexity and common core standards trainings	Attendance at state and local conferences	Title 1	\$7,000.00
Curriculum mapping and planning time	2-3 days to revise and develop curriculum maps for each subject at each grade level	Title 1	\$8,550.00
Share Best Practices, access Expert Middle School Attendance			

at Nuts and Bolts Conference, Model Schools Conference Professionals opinions, look for new ideas to use	Title 1	\$8,000.00	
Subtotal: \$23,550.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hire Literacy Coach and Curriculum Coach	To work with struggling readers; train teachers to use reading strategies; work with teachers across the curriculum	Title 1	\$100,000.00
Monitor student results throughout the year; print data	Purchase paper, print cartridges and materials needed for classroom instruction	Title 1	\$4,500.00
Have students keep track of assignments, projects and due dates; work on organizational skills	Purchase agenda planners, supplies and 3 ring binder for each student	Title 1	\$2,000.00
Provide one on one assistance to struggling level 1 and 2 students	Hire paraprofessionals	Title 1	\$51,000.00
Teachers will use planning time before their contract starts to work on lesson plans and remediation activities	Teachers have 2 days of pre pre planning to prepare for the year	Title 1	\$6,000.00
Students will continue to pursue their AR goal with an emphasis on non fiction works	Build classroom libraries so students will readily have access to materials especially in their core content areas	Title 1	\$4,000.00
Subtotal: \$167,500.00			
Grand Total: \$209,550.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		70% of students will be proficient in Listening/Speaking			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
63%(33)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will continue to use prior vocabulary	School-wide academic vocabulary will help students understand increasingly complex	Literacy Coach, Department Heads, Team Leaders, and Administration	Lesson plans will be reviewed to look for evidence of academic vocabulary being infused into student learning activities.	FAIR and FCAT scores improvement

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	

CELLA Goal #2:		15% of students will be proficient in Reading			
2012 Current Percent of Students Proficient in reading:					
11%(6)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will continue to use prior vocabulary	School-wide academic vocabulary will help students understand increasingly complex	Literacy Coach, Department Heads, Team Leaders, and Administration	Lesson plans will be reviewed to look for evidence of academic vocabulary being infused into student learning activities.	FAIR and FCAT scores improvement

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		55% of students will be proficient in Writing			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
52%(9)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will continue to use prior vocabulary	School-wide academic vocabulary will help students understand increasingly complex	Literacy Coach, Department Heads, Team Leaders, and Administration	Lesson plans will be reviewed to look for evidence of academic vocabulary being infused into student learning activities.	FAIR and FCAT scores improvement

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	64% (864) of students achieved proficiency in math; this is an all time high for Lake Weir Middle School
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (864) students achieved proficiency in math. Although this is an all time high, many of the subgroups did not achieve AYP based on calculations	The Florida Department of Education expects the MOA to be.....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Increase the scale scores of students scoring at level 3 by 80 points in Math, Reading and Science	Patrick Kiernan	Monitoring of FCA data, FAIR data, Benchmark data, AR data	Performance on FCAT
2	none	Teachers will use Accelerated Math as a tool to increase student achievement	Curriculum Coach	Monitoring of AM data and FCAs	FCAT
3	None	1.1. Analysis of FCA data and provide remediation if needed	APC, Curriculum Coach	1.1. Track data for growth through-out year	1.1. FCAT Benchmark
4	None	1.2. Students will use CPS clicker system	Principal	1.2. Analysis of student score reports	1.2. FCAT
5	None	1.3. Curriculum coach will be hired to train teachers to use reading in all content areas, map curriculum and provide instructional support for math	1.3 Principal	1.3. Teacher Evaluation as per district standards; Weekly meetings with Principal	1.3. Student performance on FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	50% of students will score at Levels 4, 5, and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(3)	The Florida Department of Education expects the MOA to be.....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	To increase the achievement level by one level for each child.	Jimmie Heflin	Monitoring throughout the year via FCA and other assessment pieces	Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	21% (93)of 6th graders, 17% ((76)of 7th graders and 22% (101) of 8th graders achieved levels 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of students achieving level 4 and 5 in math increased overall of the previous years.	Because of their performance in level 4 and 5, several advanced classes were added at each grade level. It is expected that each grade level will show a 5% increase (about 22 students each) of level 4 and 5 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Increase the scale scores of students scoring at level 4 by 30 points	Patrick Kiernan	review of FCA and Writing data	FCAT
2	None	Students will be provided with enrichment activities in honors level classes	APC	Lesson plan review	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	x
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	The Florida Department of Education expects the MOA to be....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	To increase the achievement level for each child by one level	Jimmie Heflin	review of FCA and other assessment data	Alternate assesment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	While students made learning gains in math at all three grade
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Mathematics Goal #3a:	levels, the % of those making learning gains decreased
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (864) students made learning gains in math.	The Florida Department of Education expects the MOA to be....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Each teacher will use an Essential Question every day in their classroom to promote student learning	Principal, APC, APD	Teacher observation, Teacher walkthrough	MCIES tool
2	Not enough licenses	2.1. Students will use Success Maker as a tool for achieving master	APC	2.1. Reports from Success Maker	2.1. FCAT Benchmark FCA
3	2.2. Accuracy of data	2.2. Teachers will participate in data meetings to look at data so instruction can be modified if needed	2.2. Curriculum Coach Principal	2.2. Data team meeting minutes Administrative participation in meetings	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	x
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	The Florida Department of Education expects the AMO to be....

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	71% (958) students in the low 25% made a learning gain in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (219)	The Florida Department of Education expects the AMO to be...
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Curriculum Coach will continually monitor status of students in the low 25%; a team member will act as the data gatherer and analyze the data for each team	Curriculum Coach	we will closely monitor FCAs as they occur	FCA, FCAT
2	none	Teachers will use the Accelerated Math program as a tool to assist with student progress	Curriculum Coach	reports from AM; FCA data	FCAT
3	None	3.1. Curriculum Coach will continually monitor students data of low 25% in each classroom	Curriculum Coach, Principal	3.1. Analysis of FCA and Benchmark data	3.1. FCA FCAT Benchmark
4	Funding	3.2. After school tutoring will be provided	APC	3.2. Monitoring of student grades and FCA data	3.2. Report cards FCA data
5	3.3 None	3.3 Paraprofessionals will be hired to assist classroom teachers with one on one instruction for struggling math students	Principal	3.4 Teacher observation, monitoring of FCA and benchmark data	FCAT, FCA

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	The Florida Department of Education expects the AMO to be....					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The same groups that missed AYP last year have missed it for several years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 64%, Black 54%, Hispanic 62% of students did not make AYP for the 2011 school year.	The Florida Department of Education expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teachers will use RtI to identify off track students and communicate individually with those students on a daily basis	RtI Team Leader	Documentation of student conversation and data reflecting student improvement in their Essential Binders	FCAT
2	None	4.1. Teachers will be trained to use strategies outlined in Ruby Payne's book "A Framework for Understanding Poverty" via a book study	Principal	4.1. Teacher evaluations Classroom walkthroughs	FCAT
3	Funding	Students will be provided with after school tutoring	APC	Rosters of student attendance	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	The Florida Department of Education expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teachers will use RtI to identify off track students and communicate individually with those students on a daily basis	RtI Team Leader	Documentation of student conversation and data reflecting student improvement in their Essential Binders	FCAT
2	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD have not made AYP for several years at LWMS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of SWD made AYP for the 2010 school year. This is a long way from the goal. The majority of these students started at level 1 for the 2010 school year.	The Florida Department of Education expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Provide a paraprofessional and a support facilitation teacher to the Core academic subjects on the inclusion team	Principal, APC	examination of the master schedule	FCAT scores
2	none	Each team of teachers will be provided 3 RTI wheels and each teacher will receive an accommodations wheel to assist with alternate strategies to use with students	Principal	evaluation of the RTI paperwork and process used	FCAT scores
3	None	Students will be scheduled using the inclusion model	APC/IPC	SMS reports, student schedules	FCAT, FCA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	55% of ED students made AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of students who are economically disadvantaged made AYP. We also saw that many of these students had severe attendance issues.	The Florida Department of Education expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Use those strategies outlined by the research of Ruby Payne	Principal	teacher observation	MCIES
2	none	Students will be provided with a planner, essential binder and basic school supplies	Principal	observation	end of year survey
3	None	4.2. Teachers will be trained to use the Distributive Summarizing strategy during class	Principal, Assistant Principals	Classroom observations	FCAT

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1:	All but one student achieved level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% of students achieved level 3	The Florida Department of Education expects the AMO to be....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teachers will use Accelerated Math as a tool to increase student achievement	Curriculum Coach	Monitoring of AM data and FCAs	FCAT
2	none	Teachers will use enrichment activities with each child	Math teacher	FCA data	EEOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	The Florida Department of Education expects the AMO to be...					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	
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satisfactory progress in Algebra. Algebra Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Geometry End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum mapping to include integration of subject matters and text complexity/core trainings	6-8	APC	Math teachers	ongoing	observation of implementation in classrooms	Principal, APC
Teachers will be trained to use Accelerated Math in their classrooms	6-8	Curriculum Coach	Math Teachers	ongoing as needed	monitor AM reports and FCA data	Curriculum Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use Accelerated Math in their classrooms for remediation and enrichment for skills development	Accelerated Math Program; printers, scanners, paper	Title 1	\$9,000.00
Subtotal:			\$9,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum mapping	2-3 days to develop curriculum maps for each subject at each grade level	Title 1	\$7,000.00
Use Learning Center Focused Strategies/Common Core Standards	Purchase books and materials for training in essential questions, distributive summarizing and using graphic organizers	Title 1	\$2,000.00
Subtotal:			\$9,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Provide one on one assistance to struggling students

Hire 2 paraprofessionals

Title 1

\$44,000.00

Subtotal: \$44,000.00

Grand Total: \$62,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	While showing a constant improvement in scores over the last 4 years, LWMS scores in science declined in SY 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of our 8th graders achieved level 3 status	The Florida Department of Education expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Increase the scale scores of students scoring at level 3 by 80 points in Math, Reading and Science	Patrick Kiernan	Monitoring of FCA data, FAIR data, Benchmark data, AR data	Performance on FCAT
2	None	1.1. Develop Curriculum map so all subject areas can support science development	1.1. APC Curriculum Coach	1.1. End product Data meeting team notes	FCAT, FCA
3	None	1.2. Use CPS clicker system as a quick check for comprehension on a regular basis	Principal, Curriculum coach	1.2. Reports generated from software system	FCAT, Science Benchmark
4	None	1.3. Provide after school tutoring for struggling students	APC	Monitor report cards and progress reports	FCAT, FCA, Science Benchmark
5	None	1.4 Support technical reading in all science classes by daily practice.	APC	Monitor FCA data	FCAT, FCA, Science Benchmark
6	None	8th Grade teachers will be trained by the district to use CAR PD (Reading in the Content Area) strategies with all students	APC	direct teacher observation; teacher practicum from CAR PD course	FCAT science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	66% of students will score at Levels 4, 5, and 6 in
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Science Goal #1b:	science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1)	The Florida Department of Education expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	To increase the achievement level by one level for each child.	Jimmie Heflin	Monitoring throughout the year via FCA and other assessment pieces	Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Only 9% of our students scored level 4 or above on science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (38)	The Florida DOE expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Increase the scale scores of students scoring at level 4 by 30 points	Patrick Kiernan	review of FCA and Writing data	FCAT
2	None	Students will be provided with enrichment activities in advanced science classes	APC	monitoring of lesson plans	FCAT
3	None	Teachers in advanced science sections will focus on the technical non fiction reading that is necessary for science	Reading Coach	direct observation	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	80% of students will score at or above Achievement Level 7 in science
2012 Current Level of Performance:	2013 Expected Level of Performance:

75%(3)		THE FDOE expects the AMO to be....			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	To increase the achievement level for each child by one level	Jimmie Heflin	review of FCA and other assessment data	Alternate assesment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum mapping and text complexity/common core training/text complexity/deep reading	6-8	Science Lead Teacher, APC	science teachers	ongoing	classroom observations, grade level meetings	Principal, APC

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use Learning Focused strategies in all science classes	TEachers will be trained using high yield learning focused strategies	Instrucitonal budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase non fictions reads in science classrooms	Purchase non fiction books for classroom collections related to science	Title 1	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$3,000.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	LWMS writing scores fell this year due to higher standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of 8th grade students achieved a level 3 or above	FDOE expects the AMO to be....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	1.1. Students will do demand writings 4 times during the year and teachers will double score	APC	1.1. Track demand writing scores for improvement	1.1 FCAT writing
2	Teacher buy in	1.2. Train all 8th grade social studies teachers to score demand writings and assign writing projects to students	APC	1.2. Classroom walk through, formal evaluation	1.2 FCAT writing
3	None	All students will participate in the "SCore the 4" initiative	Curriculum Coach	direct observation	FCAT writing
4	None	Writing workshops will be held after school for students who need assistance	Curriculum Coach	results on demand writing	FCAT writing
5	none	8th Grade teachers will turn their focus to more grammatical writings	8th grade teachers	results on demand writing	FCAT writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	the percent of level 4 and above fell along with the rest of the state
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	FDOE expects the AMO to be.....

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	8th Grade teachers will incorporate writing strategies across the curriculum	APC	monitoring of lesson plans	FCAT writing

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to score a 4 on FCAT writing	8th Grade	Curriculum coach	8th grade teachers	ongoing	classroom observations	Principal, APC

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
8th grade teachers will emphasize the mechanics of writing shifting from the holistic method	Purchase class sets of "The Ultimate WRITING Guide for Students"	Instructional	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		In looking at 2012 attendance, the daily attendance rate is above district average but the number of students with 10 or more absences has improved but is still a focus.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
93%(1,321)		The attendance rate will increase to 94%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
450		200			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
76 students with 10 or more tardies		20			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parent cooperation	Use social worker and	APD	Run cumulative	Final school

1		parent liaison to contact parents when students are absent		attendance reports weekly	percentage rate of average daily attendance
2	None	Use Alert Now system to send message home daily for students who are absent	APD	Run cumulative attendance reports weekly	Final school percentage rate of average daily attendance
3	None	Use rewards for students who attend school on a regular basis via the PBS system	APD	Run cumulative attendance reports weekly	Decrease in number of students who are absent 10 or more days by the end of the school year.
4	none	Analyze attendance data weekly as part of the leadership team meetings	APD, Parent Liaison	run weekly reports	Final end of school numbers
5	None	Create a focus group of students with excessive absences to determine reasons for absences and possible solutions	APD	survey of students	Decrease in total number of students absent 10 or more days
6	None	Use the RTi process and child study teams to determine strategies for absent students	APD, guidance counselors	results of meetings	Decrease in total number of students absent 10 or more days

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wings Academy	6-8	Curriculum Coach Parent Liaison	Low 25%	Monday-Thursday 3:30- 6:30	Curriculum Coach Parent Liaison	Principal APC APD

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Hire Parent Liaison for continual parent contact Mail letters home	Parent Liaison Postage	Title 1	\$65,000.00
			Subtotal: \$65,000.00
			Grand Total: \$65,000.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Lake Weir Middle School has increased the number of in school and out of school suspensions for 2012.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
934	500
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
934	500
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
692	400
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
692	400

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	All teachers will use the PBS system by awarding Eagle Feathers for behaviors that model the 4 core values	APD	Continual monitoring of discipline data	End of year ISS and OSS data will be compared to the previous year
2	None	USE ABE (Alternate Behavior Education) on Wednesdays with select students	ISS teacher	no repeat offenders in ISS	End of year data
3	None	Work closely with transportation department and bus drivers to eliminate problems that lead to	APD	monthly analysis of data	End of year suspension data

		suspension from school			
4	None	Teachers use RTiB to try to manage behaviors in classrooms with alternatives	APD	weekly analysis of data	End of Year suspension data
5	None	Create a Culture of Consistency by having common rules and regulations at Lake Weir Middle School	Principal	student and staff survey	End of year data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rtl:B Tier II	6-8	Deans	School-wide	Team Meetings	Walk Throughs and Observations	APD
Safe Bus Behavior	6-8	Deans	School-wide	Class Meetings TV Morning Show	Observations	APD
Best Practices	6-8	Team Leaders	School-wide	Team Meetings	Walk Throughs	APD

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Despite the lack of parent involvement in school activities, LWMS will use resources such as parent newsletters, parent nights, teleparent and student agenda planners to communicate with parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35%	THE FDOE expects the AMO to be...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Hire a parent liaison to assist with developing parent involvement	Principal	At least once per month, a parent involvement activity will be done	Goal met
2	None	Print and mail a monthly parent newsletter to all LWMS stakeholders	Parent Liaison	Parent end of year survey	increase in parent involvement to meet goal
3	None	Print parent compacts	Parent Liaison	Parent end of year survey	95% return
4	None	Purchase the "TeleParent" phone system so teachers can regularly communicate with parents	APD	Run reports from TeleParent System	Increase in parent communication from SY 10

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will review training on the Ruby Payne concepts when communicating with parents	6-8	Principal/APC	all teachers	ongoing as needed	coach teachers as needed	Principal or AP

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use TeleParent for parent contact by teachers	Purchase TeleParent	Title 1	\$4,200.00
			Subtotal: \$4,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Inform parents of school activities	Printing of newsletter, pay for postage, print costs for Parent Compact, mail FCAT scores and final report cards	Title 1	\$3,000.00
Parent liaison to facilitate communication with parents and track grades, discipline and student performance	Hire Parent liaison	Title 1	\$61,000.00
			Subtotal: \$64,000.00
			Grand Total: \$68,200.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	qualified 8th graders will take Agriscience for a high school credit	APC	FCA scores	FCAT data
2	teacher buy in	7th grade teachers will require a science fair project from their students	APC	FCA scores; participation in the science fair	participation in the science fair

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers were trained in CAR PD and now use those strategies in class	8	APC	grade 8 science teachers	ongoing	teacher observation	Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use the Learning Focused high yield strategies with their students	Teachers will be trained and monitored on using the Learning Focused high yield strategies	Instructional budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use IPADS in the classroom	In the Agriscience classroom, students will use IPADS to do research and explore relevant science apps	CTAE; instructional budget	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$3,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use strategies to assist struggling students in sub groups Use Expert 21 in class	Use strategies to assist struggling students in sub groups Use Expert 21 in class as a consumable workbook for each 7th and 8th grade student	None Title 1	\$6,500.00
Mathematics	Teachers will use Accelerated Math in their classrooms for remediation and enrichment for skills development	Accelerated Math Program; printers, scanners, paper	Title 1	\$9,000.00
STEM	Teachers will use the Learning Focused high yield strategies with their students	Teachers will be trained and monitored on using the Learning Focused high yield strategies	Instructional budget	\$1,000.00
				Subtotal: \$16,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use engaged classrooms and/or IPADS/similar tablets to assist with student comprehension	Purchase IPADS or similar tablets	Title 1	\$12,000.00
Parent Involvement	Use TeleParent for parent contact by teachers	Purchase TeleParent	Title 1	\$4,200.00
				Subtotal: \$16,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Attend Text complexity and common core standards trainings	Attendance at state and local conferences	Title 1	\$7,000.00
Reading	Curriculum mapping and planning time	2-3 days to revise and develop curriculum maps for each subject at each grade level	Title 1	\$8,550.00
Reading	Share Best Practices, access Expert Middle School Attendance at Nuts and Bolts Conference, Model Schools Conference Professionals opinions, look for new ideas to use		Title 1	\$8,000.00
Mathematics	Curriculum mapping	2-3 days to develop curriculum maps for each subject at each grade level	Title 1	\$7,000.00
Mathematics	Use Learning Center Focused Strategies/Common Core Standards	Purchase books and materials for training in essential questions, distributive summarizing and using graphic organizers	Title 1	\$2,000.00
Science	Use Learning Focused strategies in all science classes	TEachers will be trained using high yield learning focused strategies	Instrucitonal budget	\$2,000.00
				Subtotal: \$34,550.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
		To work with struggling readers; train teachers		

Reading	Hire Literacy Coach and Curriculum Coach	to use reading strategies; work with teachers across the curriculum	Title 1	\$100,000.00
Reading	Monitor student results throughout the year; print data	Purchase paper, print cartridges and materials needed for classroom instruction	Title 1	\$4,500.00
Reading	Have students keep track of assignments, projects and due dates; work on organizational skills	Purchase agenda planners, supplies and 3 ring binder for each student	Title 1	\$2,000.00
Reading	Provide one on one assistance to struggling level 1 and 2 students	Hire paraprofessionals	Title 1	\$51,000.00
Reading	Teachers will use planning time before their contract starts to work on lesson plans and remediation activities	Teachers have 2 days of pre pre planning to prepare for the year	Title 1	\$6,000.00
Reading	Students will continue to pursue their AR goal with an emphasis on non fiction works	Build classroom libraries so students will readily have access to materials especially in their core content areas	Title 1	\$4,000.00
Mathematics	Provide one on one assistance to struggling students	Hire 2 paraprofessionals	Title 1	\$44,000.00
Science	Increase non fiction reads in science classrooms	Purchase non fiction books for classroom collections related to science	Title 1	\$1,000.00
Writing	8th grade teachers will emphasize the mechanics of writing shifting from the holistic method	Purchase class sets of "The Ultimate WRiting Guide for Students"	Instructional	\$1,000.00
Attendance	Hire Parent Liaison for continual parent contact Mail letters home	Parent Liaison Postage	Title 1	\$65,000.00
Parent Involvement	Inform parents of school activities	Printing of newsletter, pay for postage, print costs for Parent Compact, mail FCAT scores and final report cards	Title 1	\$3,000.00
Parent Involvement	Parent liaison to facilitate communication with parents and track grades, discipline and student performance	Hire Parent liaison	Title 1	\$61,000.00
STEM	Students will use IPADS in the classroom	In the Agriscience classroom, students will use IPADS to do research and explore relevant science apps	CTAE; instructional budget	\$2,000.00
				Subtotal: \$344,500.00
				Grand Total: \$411,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Because we meet with our SAC quarterly, our first SAC meeting will be held in October. Leading up to that time, we will recruit parents to join, discuss SAC with teachers and appoint members if needed to meet compliance.

Projected use of SAC Funds	Amount
	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

Increase parent involvement; advise Principal on SIP, Title 1 budget and any other concerns; Bring concerns of the community to the school administration

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Marion School District LAKE WEIR MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	83%	45%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	66%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	69% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					522	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Marion School District LAKE WEIR MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	64%	86%	39%	256	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	71%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	71% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					533	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested